Indiana Department of Education
SUPPORTING STUDENT SUCCESS

CLASSROOM INNOVATION IN MATHEMATICS GRANT 2010-11

OVERVIEW

Purpose: From 2005 to 2009, state scores in mathematics were stagnant, rising only one percentage point over the four-year span. At the state level, IDOE is currently exploring new, innovative classroom strategies that will help to push mathematics in Indiana forward. One such strategy is the integration of digital curriculum and technology into traditional teaching methodologies.

The purpose of the program is to provide a select number of LEAs with the opportunity to use digital mathematics curricula, technology-based instruction, and interactive white boards in lieu of traditional textbooks. This grant provides an opportunity for LEAs to pilot digital curriculum which can be readily aligned to changes in standards and to determine its effectiveness with their student populations and within their contexts. Following the grant, LEAs will either continue the use of digital curriculum through their textbook rental program or discontinue use of the digital curriculum and seek an alternative for curricular materials. Digital curriculum would need to utilize innovative strategies for instruction and represent a significant break from the traditional textbook-oriented instruction and be approved by the IDOE, but it would not serve as a standalone, online course that replaces the classroom teacher. In order to evaluate the effectiveness of these strategies, awards will be limited to schools that propose plans for either: 6th Grade, 7th Grade, 8th Grade, and/or Algebra I. The results of this pilot program will be used to evaluate the effectiveness of digital curriculum and provide data for schools that may look at adopting digital mathematics curricula in the future.

This grant program is funded through the David C. Ford Fund.

Application: Please fill out each part completely. For assistance, you may contact Zach Foughty at zfoughty@doe.in.gov or Phone: (317) 233-5019

I. GENERAL INFORMATION

1. Corp # **1405**	**2. Corp Name** **Washington Community Schools**	
3. Corp Address (Street, City, State, Zip) **301 E. South Street** **Washington, IN 47501**		**4. Telephone** **812-254-5536**
5. Contact Person's Name **Rebecca Dayton**	**6. Contact Person's Email Address** **rdayton@wcs.k12.in.us**	
7. Contact Person's Address (Street, City, State, Zip) **301 E. South Street** **Washington, IN 47501**		**8. Contact Person's Telephone** **812-254-5536**
9. Superintendent's Name **Wm. Bruce Hatton, Ed.D.**	**10. Superintendent's Email Address** **bhatton@wcs.k12.in.us**	
11. # of Schools Participating **3**	**12. # of Students Being Served** **500**	**13. # of Teachers Participating** **8**

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II. Project Abstract
Briefly describe the proposed project clearly and concisely using the space provided.

This project proposal will combine the instructional strengths of math teachers from 3 targeted schools in the Washington Community School District, iCORE Digital Math Curricula, and math instruction using interactive whiteboard technology. The targeted schools are our two Title I elementaries, (Lena Dunn and Griffith) with 6th grades and Washington Junior High School with 7th and 8th grades plus Algebra I. With math scores steadily dropping over the past 3 years in our Jr. High School, Lena Dunn Elementary never reaching the state average and the incoming 6th graders at Griffith scoring lower than the previous year, we are anxious to implement more technology into teaching to improve student engagement and achievement. The Growth Model shows Washington Junior High and Lena Dunn in the Lower Achievement, Lower Growth quartile and Griffith's incoming 6th graders scored in the Lower Growth, Higher Achievement quartile.

Tuned in to growth model

During work last Spring funded by a Pell Grant in conjunction with Vincennes University, teachers confirmed the research finding that there is a dip in achievement when students move from one building to another, from 6th grade in elementary to 7th grade in junior high. Teachers feel a more comfortable transition can be made, at least in math, by using the same format for instruction and transferring data in a seamless fashion through features provided by iCORE.

Our focus will be to provide hands-on, interactive math classes that are differentiated by content, process, and product where students will learn and retain the important math skills they need to succeed. By acquiring this grant, our teachers will be provided with the tools and professional development needed to move from a textbook driven curriculum into a technology driven curriculum, thus improving teaching and student learning.

How about a data driven instruction?

Please complete <u>one</u> grant narrative for your LEA which includes all schools. Narratives should be double spaced, 12pt Times New Roman font, and not to exceed 10 pages.

III. GRANT NARRATIVE

***Software Choice and Rationale*: Identify the digital content program you have selected. Describe how this program aligns with the purpose of the grant. Describe how this program will address the instructional needs of your students and teachers.**

When reviewing digital curriculum for this grant, we did not want a program that would replace our teachers, but one that would provide them with teacher-friendly lessons and assessment resources to assist them in presenting lessons and assessing their students using a variety of instructional techniques. We feel iCORE is the program that fits our needs perfectly.

The District has committed itself to improving opportunities for instruction and learning and to raising students' mathematical achievement levels. The use of iCORE Digital Math Curricula, additional technology equipment and subsequent professional development, increased communication among teachers using the technology provided by iCORE and Learning Connection and in-house support will improve learning in mathematics and technology use. Student achievement (test scores, graduation rates, and dropout rates) will be used as evidence of the effectiveness of this program.

Washington Community Schools have identified five goals which we plan to accomplish through the procurement of this grant. They are as follows:

- The District will move from traditional textbook driven instruction in grades 6-8 to teacher-led instruction accompanied by the digital mathematics curriculum developed by iCORE Mathematics to help students build a stronger mathematical foundation and become better prepared for higher level mathematics.
- The District's curriculum maps will guide the implementation of this new curriculum.
- The District will provide the necessary professional development opportunities for all teachers involved in the areas of differentiation and assessment strategies, instructional planning, and

new technology implementation. Support by the District's Technology/Curriculum Coach throughout the 2010-2011 school year will also be in place.

- The District will provide interactive white board systems (white boards and projectors)
  - Griffith Elementary School-Grade 6 (2)
  - Lena Dunn Elementary School-Grade 6 (2)
  - Washington Jr. High School-Grades 7-8 (4)
- The District will provide mobile Netbook labs in the Jr. High School, Griffith and Lena Dunn Elementary.

If this is part of the 25% can netbooks actually be used in online assessment?

The objectives to accomplish the District's five goals are:

- To increase student engagement, achievement, and access to the study of mathematics and technology. ?
- To increase teacher knowledge of instruction using differentiation strategies, digital curriculum-including video and audio clips, online resources, and interactive white boards.
- To facilitate in-depth student understanding of math concepts by providing specialized vocabulary instruction.
- To further embed quarterly curriculum maps into the mathematics curriculum.
- To meet all students needs by providing multiple opportunities for student learning at their learning level and by their learning style.
- To increase technology use (whiteboards, netbook labs, graphing calculators) by students and teachers.
- To increase the District's capability for ISTEP+ and ECA preparation and online testing.
- To increase student test scores on the ISTEP+ and ECA.
- To increase the visibility, viability, and use of technology across the mathematics curriculum.
- To increase the potential sustainability of the project once the grant period has passed, if the

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program proves to be a success.

- To bridge the communication gap between 6th and 7th grade mathematics teachers and create a more comfortable transition between schools for students.

iCORE is a student-centered, vertically-aligned curriculum designed to engage students in learning mathematics based on their learning styles and interests. iCORE is multi-faceted in content delivery with video and audio clips and step-by-step demonstrations and since it is totally compatible with interactive white boards, iCORE provides the perfect opportunity for our teachers to use digital technology in the classroom.

iCORE lessons begin with a conceptual development of the mathematics standards, then provides students with multiple opportunities to build and practice their fluency with skills related to that concept. A typical math lesson for our District will begin with teachers using the warm-up activity, then the built in vocabulary lessons followed by teacher-led introduction. The pre-test option provided within the program could then be administered to the class to begin differentiation of instruction.

Because all assessments contained within the program, as well as the customized teacher-generated assessments, are graded automatically and completely online, immediate decisions will be possible regarding each student's individual needs. The interface of the iCORE package provides multiple student learning opportunities, model lesson plans, and vocabulary instruction at the teacher's fingertips to aid in the planning of standards-based lessons that will offer acceleration to those students who have achieved the desired knowledge level and differentiated instruction to those who have not.

Our District realizes how important collaboration and peer-to-peer teacher support is within our schools and common planning times have been in place for some time. We are excited to think of the

conversations that will be taking place between our math department teachers within each building and between the Title I Schools and the Jr. High School next school year. This type of collaboration can only help to make our teachers and students stronger.

Access to computers will not be a problem for the teachers and students involved with this grant. With preference given to project participants and the additional Netbook labs, students will be able to be on computers for more than the required one day per week. In the Jr. High School, the math department chair will be responsible for scheduling the use of its Netbook lab. Griffith and Lena Dunn Elementary School's Netbook labs will only be used by the math teachers and the schedule of use will be determined by them.

iCORE does not serve as a stand alone curriculum, however it does address 100% of the state standards. This alignment makes iCORE a perfect fit for this grant and ensures that teachers will be able to use iCORE and interactive whiteboards and other technology to teach at least 80% of the curriculum.

***Professional Development*: Describe the PD needs of your teacher for using interactive whiteboards and implementing digital curriculum and detail the specific plan for meeting those needs.**

There are four math teachers in our Junior High School, grades 7 & 8 and Algebra I and two teachers at Griffith and Lena Dunn. The teachers involved in the grant project vary in technology skills from a teacher who utilizes streaming video, various websites, projector, to a teacher who is very traditional in her teaching of Algebra I. All teachers involved are very willing to follow the lead of someone else in what they feel will be more motivational and effective with students. Ed Solutions offers introductory training with the purchase of the whiteboards. This includes how to operate the toolbar and basic information on how to manipulate your way around operationally. As a follow-up, a representative will come to do additional training in August and October. Before the training is

begun, an individual assessment of skills will be done with each teacher to determine what needs to be covered to enable all the teachers to become proficient in utilizing the new technology.

During the summer months before the implementation of the iCORE Mathematics digital curriculum, our teachers and Technology/Curriculum Coach will be required to participate in a free, on-site, full-day product training and professional development session conducted by the parent company of iCORE Mathematics, Educational Tools. This hands-on professional development will be focused on improving teacher comfort level and mindset using a digital curriculum, using the components of iCORE Mathematics to differentiate instruction, and utilizing the powerful data collection component in iCORE, *Learning Beyond The Classroom,* to drive instruction. With the small number of teachers that will be involved in the training, we feel the instructor will be able to tailor the instruction to meet the needs of each teacher. Educational Tools has also committed to providing two additional free, half-day, on-site, professional development sessions during the implementation year. Topics and strategy will be customized by our District and by Educational Tools. Free, unlimited, and on-going web training will be provided by Educational Tools, as well.

The Technology/Curriculum Coach will be available throughout the summer months as well as the school year, to work with teachers requesting further assistance in developing additional instructional practices, customized assessments, differentiated lessons, technology training and other needs and concerns the teachers may have.

Interventions definitely ongoing

Teachers involved in this grant will also participate in monthly differentiation lesson design training sessions throughout the 2010-2011 school year. A separate strategy will be addressed each session with implementation required by the teachers before the next session. Successes and concerns from the previous session will be addressed each meeting with peer to peer discussions and suggestions being

encouraged. Online communication through a community set up on Learning Connection for the teachers involved in this project will provided an avenue for sharing ideas and concerns.

SMART Ed Services will be providing our teachers and Technology Coach with an initial 90-minute presentation designed to provide a foundation for using the white boards effectively in their classrooms. Following this, our teachers will be required to participate in SMART Ed Services full-day session of Notebook Software Training Level 1 in which they will interact, participate, and leave with the knowledge to create lessons, presentations, and how to incorporate previously created instructional materials.

Acuity Training will be done in August and October in a Train the Trainer format with an onsite day long professional development day planned for all of the teachers involved.

***Implementation Plan – Digital Content*: Describe your plan for monitoring the implementation of the digital content with fidelity to program guidelines.**

The administrators will be involved in a summer training presented by Dr. Ginny Burney and Dr. Kristie Speirs Neumeister on what to look for when curriculum and instruction are differentiated appropriately and practice using a tool for observing classroom instruction for evidence of differentiated instruction. This training will improve their ability to walk into a classroom and assess whether or not what is going on is meeting the needs of all students, by socio-economic status, gender, race, language acquisition, learning styles and mathematics achievement. Through the reporting system, ICore has the capability to allow administrators as well as teachers to see what standards have been taught and how the students performed and this information may be disaggregated for further checking to see if changes in instruction need to be made. If teachers are not utilizing the digital content according to program guidelines, support will be provided immediately to ensure that the integrity of the program is maintained. iCore Mathematics provides embedded data collection capabilities with its *Learning*

Beyond The Classroom component. Each teacher, as well as the building administrator, Central Office administrators, and the Technology/Curriculum Coach, will be trained in how to monitor the effective use of this new digital curriculum.

Teachers will track individual student data and class progress data as well as being able to disaggregate data based on content area, state standards, and demographic areas. Embedded Data Dashboards will give teachers meaningful, real time, and vital information to help drive direct instruction, center-based learning environments, and individualized and differentiated instruction. Every quarter, this Data Dashboard information will be used to populate District, school, classroom, and student Data Dashboard that are currently in place. The corporation dashboard is shared quarterly with the School Board.

School administrators, Central Office administrators, and the Technology/Curriculum Coach will have the capability to monitor each teacher and classroom with school level data, providing a solid tool for coaching and further professional development needs. District level administrators will be able to monitor each school for an overall glimpse of progress, which will also guide the direction and quality of continuing professional development sessions.

Implementation Plan – Interactive Whiteboards: **Outline your current inventory of interactive whiteboards, how you can realign current inventory to meet program goals of one interactive whiteboard per classroom mathematics teacher, and what funds you would apply for in order to address these gaps.**

At the present time, there are no whiteboards in the Jr. High School, Griffith Elementary or Lena Dunn Elementary, in fact, we do not have any interactive whiteboards in the corporation. We will be including 8 - SMART Technology's 77" Smartboard with wireless access in our budget funding. These whiteboards will be installed in every math classroom involved in this grant before the first day of the 2010-2011 school year. Projectors will be ceiling mounted and teachers will have access to

printers so that they can print directly from their whiteboards. The junior high has two labs for the entire school so an addition of 2 sets of Netbooks and carts for use by 4 teachers are included for funding to provide needed access for the students to do classroom activities and assignments. Lena Dunn Elementary does not have a lab so 1 set of Netbooks and a cart has been included for funding as well as 1 set of Netbooks and a cart for Griffith where there is only one lab for 425 students.
Our technology director has been involved in writing this grant and has included all necessary components to assure we are operationally ready for the additional technology usage.

Implementation Plan – Online Assessments: **Describe each school's capacity and commitment to administer online ISTEP+ and ECA assessments, as well as Acuity Assessments, both with and without additional lab space that grant funds could provide. Describe how teachers will ensure that students are trained on how to properly complete online assessments.**

Washington Community Schools is committed to having all of our 7th & 8th grade mathematics students at Washington Jr. High School and 6th grade students at Griffith and Lena Dunn Elementary Schools participate in the online Acuity Assessments to assess student growth throughout the 2010-2011 school year, as well as participating in online ISTEP+ and ECA exams, where applicable. The Jr. High math students will have top priority when scheduling computer lab times during testing windows as will Griffith 6th grade students. The Jr. High math classes and Griffith 6th grade math classess will also have the option of using the Netbook labs. Lena Dunn 6th grade students will use their Netbook lab for testing, because there is no computer lab in their school. Because of the size and number of our classes, there will be no problem administering the Acuity tests to our students within the designated testing windows with the use of the additional NetBooks. The same holds true for the ISTEP+ and ECA exams.

To help our students be confident in completing online testing, teachers will build and students will take a very short assessment. Once they clear that housekeeping hurdle, they will certainly be more comfortable taking assessments online.

IV. BUDGET

See program overview for allowable costs. List each expenditure on a separate line.

Expenditures Budget
(Use a separate line for each expenditure, and add rows as needed)

Expenditure Description	Person Responsible	Cost per Unit	Number of Units	COST
Digital curriculum subscriptions - iCORE	Rebecca Dayton	$30*	500	$15,000
Professional development reimbursements – 2 days summer training	Rebecca Dayton	$300	8	$2,400
Smartboard 77" SB680 with Wireless Bluetooth model WC6-NA	Dave Graf	$1,600	8	$12,800
C83+ Epson Video Projector model C83+	Dave Graf	$600	8	$4,800
VGA Cables and Splitter	Dave Graf	$80	8	$640
Electrical Changes and Video Cabling for Projectors	Dave Graf	$675	8	$5,400
Smartboard Airliner Tablet model WS200-1 Wireless Slate	Dave Graf	$349	8	$2,792
Acuity Algebra set-up fee	Rebecca Dayton			If state grant is received, $2,000. ($4,500**)
Cost for Acuity Algebra administration (per student)	Rebecca Dayton	$2.30 ($8.75**)	25	$58 ($219**)
Costs related to online assessment	Rebecca Dayton	Applied for state grant		
This includes 2 Netbook labs for Junior High and 1 each for Lena Dunn and Griffith. There will be 8 teachers needing access points to use the Netbooks. Per building this falls below the $25,000 limit to increase lab capacity for online ISTEP+ and Algebra I testing.				
Cisco Wireless Access Point	Dave Graf	$180	8	$1,440
Network Drop for WAP	Dave Graf	$60	8	$480
27 - Netbooks	Dave Graf	$375	27 x 4 = 108	$40, 500
27 Unit Black Box Netbook Cart	Dave Graf	$1534	4	$6,136
Teacher Computer/Monitor	Dave Graf	$600	4	$4,800
*The $30 amount includes module for grades 3-5 & 6-8 for meeting the needs of lower performing students when assignments are given. **Applied for state grant				
			Total Funds Requested	$ 99,246 $ (101,907**)

LOCAL SHARE*				
*This is not a requirement for the grant, but it will help us to determine the additional resources need at the local level.				
Expenditures Budget (Use a separate line for each expenditure, and add rows as needed)				
Expenditure Description	**Person Responsible**	**Cost per Unit**	**Number of Units**	**COST**
Professional Development – subs for release time for training	Rebecca Dayton	$55	8 teachers x 8 days = 64 days	$3,520
Installation of smartboards, projectors	Dave Graf			$250
			Total Funds Requested	$3,770

V. ASSURANCES

By checking each box below, you agree to the following assurances:

X The LEA assures that Acuity online assessments will be administered to assess student growth during the grant period (e.g. Acuity Predictive or Pre/Post Test; the exact assessments will be determined by the DOE, but will not exceed 3 tests during the school year, excluding ISTEP+ and ECA).

X The LEA assures that, given favorable results on a statewide level, it will give serious consideration to sustained use of digital curricula in all schools in the LEA until the next textbook adoption cycle (2016-17 school year).

X The LEA assures that the selected digital curriculum will be implemented, with fidelity, as the core curriculum for all mathematics classrooms (6^{th} Grade, 7^{th} Grade, 8^{th} Grade, and/or Algebra I) at each school that receives grant funds, for the duration of the school year. "With fidelity" implies that Districts will take the steps necessary to implement the digital curriculum as outlined by the vendor.

X The LEA assures that teachers will be provided with professional development necessary to implement digital curriculum with fidelity. Professional development includes, but is not limited to, training on digital curriculum software, integrating interactive whiteboards into a standards-based classroom, and using Acuity assessments to guide instruction.

X The LEA assures that funds used for interactive whiteboards will remain in mathematics teacher classrooms for the duration of the program. Any realignment of current inventory for these purposes will also remain in effect for the duration.

X The LEA assures that all 7^{th} and 8^{th} grade students in Algebra I will take the Algebra ECA online.

X The LEA assures that all students will take the ISTEP+ online, unless the school can demonstrate an inability to test all students online.

X The LEA assures that all teachers that use digital curriculum will participate in an *anonymous* evaluation of the program to determine its ability to impact teaching methods.

X The LEA assures that classrooms in which digital curriculum is being used will be available for observation by certain members of the Department of Education, with reasonable notification, to provide for a qualitative analysis of program effectiveness.

X The LEA assures that all students will complete a survey regarding the effectiveness of the digital curriculum.

X The LEA assures that all hardware and software implementations will be put in place before the start of the 2010-11 school year and that professional development related to this program will begin before the start of the 2010-11 school year.

X The LEA agrees to keep such records and to provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: Washington Junior High School Grade Levels:

NAME	POSITION	Signature
1. Wm. Bruce Hatton, Ed.D.	Superintendent	Wm B Hatton Ed.D.
2. Rebecca Dayton	District Math Coordinator	Rebecca Dayton
3. Rebecca Dayton	District Assessment Coordinator	Rebecca Dayton
4. Mark Arnold	Principal	Mark Arnold
5. Chad Niehaus	Math Department Chair	Chad Niehaus

V. ASSURANCES

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X The LEA assures that, given favorable results on a statewide level, it will give serious consideration to sustained use of digital curricula in all schools in the LEA until the next textbook adoption cycle (2016-17 school year).

X The LEA assures that the selected digital curriculum will be implemented, with fidelity, as the core curriculum for all mathematics classrooms (6th Grade, 7th Grade, 8th Grade, and/or Algebra I) at each school that receives grant funds, for the duration of the school year. "With fidelity" implies that districts will take the steps necessary to implement the digital curriculum as outlined by the vendor.

X The LEA assures that teachers will be provided with professional development necessary to implement digital curriculum with fidelity. Professional development includes, but is not limited to, training on digital curriculum software, integrating interactive whiteboards into a standards-based classroom, and using Acuity assessments to guide instruction.

X The LEA assures that funds used for interactive whiteboards will remain in mathematics teacher classrooms for the duration of the program. Any realignment of current inventory for these purposes will also remain in effect for the duration.

X The LEA assures that all 7th and 8th grade students in Algebra I will take the Algebra ECA online.

X The LEA assures that all students will take the ISTEP+ online, unless the school can demonstrate an inability to test all students online.

X The LEA assures that all teachers that use digital curriculum will participate in an *anonymous* evaluation of the program to determine its ability to impact teaching methods.

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X The LEA agrees to keep such records and to provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: Griffith Elementary School Grade Levels: K-6

NAME	POSITION	Signature
1. Wm. Bruce Hatton, Ed.D.	Superintendent	Wm B Hatton Ed. D.
2. Rebecca Dayton	District Math Coordinator	Rebecca Dayton
3. Rebecca Dayton	District Assessment Coordinator	Rebecca Dayton
4. Richard Lloyd	Principal	Richard Lloyd
5. Laurie Arnold	Math Department Chair	Laurie Arnold

V. ASSURANCES

By checking each box below, you agree to the following assurances:

X The LEA assures that Acuity online assessments will be administered to assess student growth during the grant period (e.g. Acuity Predictive or Pre/Post Test; the exact assessments will be determined by the DOE, but will not exceed 3 tests during the school year, excluding ISTEP+ and ECA).

X The LEA assures that, given favorable results on a statewide level, it will give serious consideration to sustained use of digital curricula in all schools in the LEA until the next textbook adoption cycle (2016-17 school year).

X The LEA assures that the selected digital curriculum will be implemented, with fidelity, as the core curriculum for all mathematics classrooms (6th Grade, 7th Grade, 8th Grade, and/or Algebra I) at each school that receives grant funds, for the duration of the school year. "With fidelity" implies that districts will take the steps necessary to implement the digital curriculum as outlined by the vendor.

X The LEA assures that teachers will be provided with professional development necessary to implement digital curriculum with fidelity. Professional development includes, but is not limited to, training on digital curriculum software, integrating interactive whiteboards into a standards-based classroom, and using Acuity assessments to guide instruction.

X The LEA assures that funds used for interactive whiteboards will remain in mathematics teacher classrooms for the duration of the program. Any realignment of current inventory for these purposes will also remain in effect for the duration.

X The LEA assures that all 7th and 8th grade students in Algebra I will take the Algebra ECA online.

X The LEA assures that all students will take the ISTEP+ online, unless the school can demonstrate an inability to test all students online.

X The LEA assures that all teachers that use digital curriculum will participate in an *anonymous* evaluation of the program to determine its ability to impact teaching methods.

X The LEA assures that classrooms in which digital curriculum is being used will be available for observation by certain members of the Department of Education, with reasonable notification, to provide for a qualitative analysis of program effectiveness.

X The LEA assures that all students will complete a survey regarding the effectiveness of the digital curriculum.

X The LEA assures that all hardware and software implementations will be put in place before the start of the 2010-11 school year and that professional development related to this program will begin before the start of the 2010-11 school year.

X The LEA agrees to keep such records and to provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: Lena Dunn Elementary School Grade Levels: K-6

NAME	POSITION	Signature
1. Wm. Bruce Hatton, Ed.D.	Superintendent	Wm B Hatton Ed. D.
2. Rebecca Dayton	District Math Coordinator	Rebecca Dayton
3. Rebecca Dayton	District Assessment Coordinator	Rebecca Dayton
4. Brenda Butcher	Principal	Brenda Butcher
5. Amanda Salters	Math Department Chair	Amanda Salters